

Bay Education Trust

Accessibility Policy

It is the responsibility of all Bay Education Trust employees and volunteers to familiarise themselves with the contents of all Trust policies and any amendments hereafter.

Policy History

1. Re-written by Chief Operations Officer May 2018 as BET Policy.

VERSION	1	
APPROVED	April 2018	
REVIEW DATE	June 2018	
TO BE REVIEWED	June 2021	
SIGNED CHIEF EXECUTIVE		PRINT NAME Stephen Kings
SIGNED CHAIR OF TRUST BOARD		PRINT NAME Gavin Jones

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The BET Board is committed to:

- Providing a fully accessible environment, on and offsite, which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- Challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- Treating all children with respect and dignity and working with parents to meet the needs of all children.
- Providing suitable access for all individuals which will be achieved through the implementation of the accessibility action plan. This will be subject to a process of continuous monitoring and improvement.
- Continuing to seek and follow advice of LA services such as specialist teachers, advisors and health and social care professionals.
- Responding to any change in working practices, equipment or legislation with regard to accessibility.

The plan will be made available online on the school website and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents, staff and governors of the school, Specialist advisors for Visual Impaired and physically disabled pupils.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice \(January 2015\)](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Academies: This policy complies with our funding agreement and articles of association.

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3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010 and the SEND Code of Practice (January 2015).

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	The academies offer a fully differentiated curriculum. This includes the provision of groups in all academies to help support pupils with difficulties accessing the standard mainstream environment. There is Nurture provision available on a part time basis across both primary academies.	Maintain access to the full curriculum offer for all pupils	Teaching and support staff CPD in SEND related topics	Head of School (secondary) / Executive Headteacher (primary academies)		Greater awareness of pupils' needs, adjustments made to learning resources and the curriculum

	<p>We use and adapt resources to meet the individual needs of pupils who require support to access the curriculum and/or the school environment.</p>	<p>Ensure teaching at a level appropriate to individual pupil needs</p>	<p>Teaching and support staff CPD in SEND related topics</p> <p>Visit from advisory teacher for visually impaired, hearing impaired, occupational health and physiotherapy teams to advise on good practice</p> <p>Pupils have access to resources such as:</p> <p>Sloping boards for pupils with fatigue problems / physical disability.</p> <p>Lap top PCs and iPads for pupils with recording skills difficulties</p> <p>Coloured overlays for pupils with visual difficulty.</p> <p>Visual timetables and visual aid task planners.</p>			<p>Pupils have access to the full curriculum using adapted resources when required such as laptops, suitable seating, large print examination papers</p>
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	<p>Curriculum delivery is adapted to support pupils with physical difficulties as well as learning needs. We are able to support pupils who are registered blind or have Visual or Hearing Impairment, those in manual or powered wheelchairs or with walking aids.</p>	<p>Ensure equal physical access to buildings and curriculum for all pupils</p>	<p>Visit from advisory teacher for visually impaired, hearing impaired, occupational health and physiotherapy teams to advise on physical access</p> <p>The curriculum and its differentiation, is reviewed on a regular basis by SLT to ensure it meets the needs of all pupils.</p>			<p>Pupils have physical access to the full curriculum and all sites and buildings</p>
	<p>Curriculum progress is tracked for all pupils, including those with a SEND or a disability through regular teacher assessments, tests and examinations, Data Drops and termly reports.</p>	<p>All pupils make expected levels of progress in a term, and over their school life as a whole</p>	<p>Assessment and review of progress by SLT and SENDCo on a half termly basis</p> <p>Access arrangements are considered for exams and transition.</p>			<p>Pupils with SEND make good progress, as planned learning is differentiated to meet their needs.</p> <p>Pupils meet or exceed target grades</p>

	Targets are set effectively and are appropriate for pupils with additional needs based on internal assessment data.	Pupils have a realistic target to aim for to improve existing levels of ability and knowledge	Assessment and review of progress by SLT and Heads of faculty/subject on a half termly basis			Every pupil has a realistic target in each subject area
	All pupils have learning assessments in reading comprehension, spelling and handwriting within four weeks of entry to the school.	All pupils have a learning assessment in line with the SEND Code of Practice	Assessments using Standardised tests to be arranged and conducted within the 4 week period outlined in the SEND Code of Practice (secondary academy)			All pupils to have a full assessment of areas of need in line with the SEND Code of Practice
	Increase levels of training/skills for all staff for both common and specific disabilities (physical, medical and learning)	To ensure that all staff are fully aware of the obligation to provide an inclusive curriculum, to meet the needs of different groups of learners, by increasing the	Teaching and support staff CPD in SEND related topics including Equality and Inclusion			Greater awareness of pupils' needs, adjustments made to learning resources and the curriculum

		quality of differentiation of the curriculum.				
	Annual Review of EHCP needs in line with Torbay SEND guidance.	Pupils with EHCP to have a full review of needs and progress towards their EHCP objectives	SENCo / Head of School and Deputy Head of Learning Support to complete reviews within legal timeframes and to the required standard			All pupils with EHCP have their needs met in full as detailed within the EHCP.
	Staff to follow the SEND Code of Practice guidance on reviewing the needs of pupils identified at SEN Support level of need	Pupils to have a regular review of SEND needs	Teaching staff to meet the individual needs of pupils identified as SEN Support and actively work alongside any additional interventions			All pupils identified as SEN Support to receive a review of their needs and have them met by the teacher within the classroom or through additional interventions

	Allocate specific funding as required to increase classroom resources for the disabled e.g. laptops, large print books and specific furniture	Pupils to access to resources which will help them make progress.	Staff to identify and resource equipment etc which will make significant help in supporting pupil with SEND needs			All pupils to have access to aids which allow them to make progress despite their SEND needs
	Continue to review all curriculum policies ensuring that provision is made for SEND	Policy documents in place which support pupils with SEND	Staff to maintain policy documents in line with existing and changing laws affecting pupils with SEND			All relevant policies contain statements that detail arrangements for SEND pupils and conform to the Equality Act 2010
	Ensure that all staff have access to information on individual pupil needs through the SIMs system	Staff have up to date information on individual pupil needs	Information loaded on to the system as received to update staff on individual pupil needs.			All relevant SEND information made available to staff to inform on individual pupil needs

	Reasonable adjustments to the physical environment and curriculum in order to meet individual needs of pupils with SEND	Pupils needs met	Staff to identify and adjustments which will make significant help in supporting pupil with SEND needs. Advice from advisory teacher for visually impaired, hearing impaired, occupational health and physiotherapy teams when appropriate to aid decision making			All pupils to have fair adjustments when appropriate to allow them to access the school physically and the curriculum.
Improve and maintain access to the physical environment	<p>The school environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width, internal door alterations • Clear signage • Automated doors at academy entrances • Disabled parking bays • Disabled toilets and changing facilities • Desks, storage and shelving at 	Pupil needs met to allow them to access the physical environment.	Regular meetings of Board Sites and Buildings Committee			Clear layout enabling all pupils free flow throughout school

	<p>wheelchair-accessible height.</p> <ul style="list-style-type: none"> • Adapted work stations in the library and food tech room to allow wheelchair users full access. • Private intimate care facilities • Portable hoists • High contrast environmental markings to aid Visual Impaired users • Hearing loops (as appropriate) • Door thresholds / dropped kerbs. 					
	<p>Through ongoing monitoring ensure where possible, that the layout allows access for all pupils.</p>	<p>Pupil needs met to allow them to access the physical environment.</p>	<p>Staff with responsibility to ensure regular inspections and site surveys are carried out on pupil individual access needs</p>			<p>Raising awareness of issues affecting disability</p>

	Staff training/reminders of the importance of continued and easy access for disabled throughout school.	Full access for all pupils	Staff to maintain access and report difficulties as identified			Smoother movement throughout school for all pupils
	Review/ improve if necessary signage (general) including replacement with high visibility signs.	Full access for all pupils	Regular meetings of Board Sites and Buildings Committee			Improved learning environment for all pupils and staff
	Consideration of appropriate colour schemes when refurbishing to benefit pupils with visual impairment	Maintain suitable learning environment for pupils	Regular meetings of Board Sites and Buildings Committee.			Improved safety

	Review school evacuation procedures for those with profound hearing/visual impairment, medical health and physical disabilities.	Adequate emergency safety for all pupils	Personal Evacuation Plan in place for individual SEND pupils			Adequate emergency safety for all pupils
	Continue to develop staff awareness	Staff aware of possible SEND needs	All staff to maintain an awareness and knowledge of SEND difficulties			All staff to be aware of SEND matters in school
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille resources • Induction loops 	Maintain communication with all pupils	Support from specialist advisors when required			Improved delivery of information for disabled pupils

	To ensure that all members of the school community are aware of the need to identify and provide for pupils who need information provided in alternative formats e.g. large print for visually impaired pupils and visual format for pupils on Autistic spectrum.	All staff able to maintain good communication with all pupils	Training for staff from the advisory teachers for VI and HI pupils			Improved delivery of information for disabled pupils
	Parents/Carers requested about disability on entry forms into school	Parents with difficulties to have full access to school information	Staff to adjust delivery methods of information to suit the declared needs of parents/carers			Improved delivery of information for disabled parents/carers of pupils.
	To consult parents, students and other agencies about the school priorities for increasing access to information for pupils with disabilities	School to maintain access to information for all user groups	On entry form to be changed to reflect this additional requirement for information.			Improved delivery of information for all pupils

	Continue to develop staff awareness	All staff to be able to identify key SEND needs	Identifying current pupils and their needs in order to set future targets			All staff to be proactive in supporting pupil needs
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4. Monitoring arrangements

The Board will:

- This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary, or when there is a significant change in circumstances or legislation.
- Ensure that measures are in place twice a year to monitor the effectiveness of the policy.
- Ensure that if required, objective support and advice is obtained on accessibility issues from Torbay Council, the Head of Learning Support and other professional bodies' officers and advisers.
- Ensure that resources are available to undertake alterations to working areas to comply with current legislation.
- Ensure that action is taken to improve accessibility as a result of recommendations from audits, checks, surveys and risk assessments.

Ensure that action is taken to maintain access to the national curriculum for all pupils and that appropriate alternatives are made available for identified pupils

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and Safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs and Disability (SEND) policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

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Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date complete	to actions by
Number of storeys					
Corridor access					
Lifts					
Parking bays					
Entrances					
Ramps					
Toilets					

Reception area				
Internal signage				
Emergency escape routes				